GOVERNMENT OF INDIA
HUMAN RESOURCE DEVELOPMENT
LOK SABHA

STARRED QUESTION NO:360
ANSWERED ON:27.03.2017
Right to Education
Choudhary Shri Ram Tahal;Simha Shri Prathap

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the aims and objectives of the Right of Children to Free and Compulsory Education Act, 2009 and the extent to which it has succeeded in achieving the goals along with the difficulties being faced by the Government in implementation of the Act and measures taken/proposed to be taken to overcome the difficulties;

(b) whether the said Act has not been successful in providing quality education and if so, the reasons therefor along with the corrective measures taken/proposed to be taken in this regard;

(c) whether the said Act makes it mandatory for all schools to have Government recognition to become stakeholder and if so, the details thereof;

(d) whether the Government proposes to insist on fixing teachers' accountability in public schools and learning outcome-based recognition for all schools and if so, the details thereof; and

(e) the steps taken/proposed to be taken by the Government to make education simple and accessible, with a focus on quality rather than infrastructure?

Answer

MINISTER OF HUMAN RESOURCE DEVELOPMENT
(SHRI PRAKASH JAVADEKAR)

(a) to (e): A Statement is laid on the Table of the House.

STATEMENT REFERRED TO IN REPLY TO PART (a) TO (e) OF LOK SABHA STARRED QUESTION NO. 360 TO BE ANSWERED ON 27TH MARCH, 2017 REGARDING "RIGHT TO EDUCATION" ASKED BY SHRI PRATHAP SIMHA AND SHRI RAM TAHAL CHOUDHARY, MPs:

(a) The Right of Children to Free and Compulsory Education (RTE) Act, 2009, effective from 1st April, 2010, mandates that every child of the age of six to fourteen years shall have the right to free and compulsory education in a neighbourhood school till the completion of his or her elementary education. All States and UTs are implementing the RTE Act, 2009 across the country, as per their respective notified State RTE Rules.

In order to assist States and UTs in meeting the objectives of the RTE Act, the framework of the Sarva Shiksha Abhiyan (SSA) programme was revised to conform to the RTE norms. SSA has made significant progress in achieving near universal access and equity. As per UDISE 2015-16, enrolment in elementary schools has increased from 18.78 crore in 2009-10 to 19.67 crore children. There has been a significant reduction in the number of out of school children in the 6-14 years age group, from 134.6 lakh in 2005 to 81 lakh in 2009 and further to 61 lakh in 2014. The annual average dropout rate at primary level has come down from 9.11% in 2009-10 to 4.13% in 2015-16. The transition rate from primary to upper primary has gone up from 83.53% in 2009-10 to 90.14% in 2015-16. The Pupil Teacher Ratio (PTR) has improved from 32 in 2009-10 to 24 in 2015-16.

(b) The RTE Act, 2009 lays down the duties of the appropriate Government and the local authority to ensure that good quality elementary education conforming to norms and standards is provided; that curriculum and courses of study are prescribed in a timely manner, and that teachers are trained. It also provides for putting in place a continuous and comprehensive evaluation of the child's understanding of knowledge and his or her ability to apply the same. In order to focus on quality education, the Central RTE Rules have been amended on 20th February, 2017 to include reference on class-wise, subject-wise Learning Outcomes. The Learning Outcomes for each class in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the elementary stage have, accordingly, been finalized and shared with all States and UTs. These would serve as a guideline for States and UTs to ensure that all children acquire appropriate learning levels.

(c) & (d) Section 18(1) of the RTE Act, 2009 mandates that no school, other than a school established, owned or controlled by the appropriate Government or appropriate authority, shall, after the commencement of this Act, be established or function, without obtaining a certificate of recognition from such authority, by making an application in such form and manner, as may be prescribed. Further, Section 19 states that no school shall be established or recognised under Section 18 unless it fulfils norms and standards specified in the Schedule to the Act.

Section 24 of the RTE Act, 2009, lays down the duties of a teacher and that a teacher committing default in performance of these duties shall be liable to disciplinary action under the service rules applicable to him or her.

(e) Under the Centrally Sponsored Scheme of SSA, the State Governments and UT Administrations are supported on several interventions to improve teaching standards at elementary level, including regular in-service teachers' training, induction training for

newly recruited teachers, training of all untrained teachers to acquire professional qualifications through Open Distance Learning (ODL) mode, recruitment of additional teachers for improving pupil-teacher ratios, academic support for teachers through block and cluster resource centres, continuous and comprehensive evaluation system to equip the teacher to measure pupil performance and provide remedial action wherever required, and teacher and school grants for development of appropriate teaching-learning materials, etc.

Additionally, the Central Government, supports States and UTs on early grade reading, writing & comprehension, and early Mathematics programmes through a sub-programme of SSA namely 'Padhe Bharat Badhe Bharat' (PBBB) in classes I and II. Further, the Government has launched Rashtriya Aavishkar Abhiyan (RAA) programme on 09.07.2015, inter alia, as a sub-component of Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan (RMSA), to motivate and engage children of the age group from 6-18 years in Science, Mathematics and Technology through observation, experimentation, inference drawing, model building, etc. both through inside and outside classroom activities.

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